

William J Clark Middle

919 Bennett Avenue
Orangeburg, South Carolina 29115

Grades 6-8 Middle School

Enrollment 695 Students

Principal Lana E. Williams 803-531-2200

Superintendent Melvin Smoak 803-534-5454

Board Chair Dr. Kalu Kalu 803-534-5454

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	18	27

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No
2005	Below Average	Unsatisfactory	No
2006	Below Average	Below Average	No

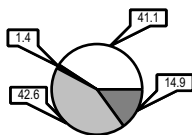
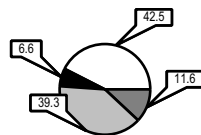
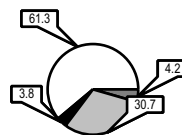
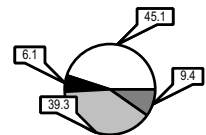
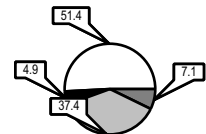
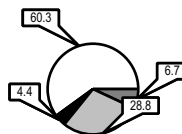
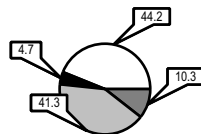
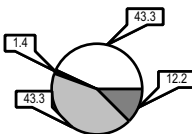
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	92.1	90.1
English 1	96.9	83.9
Biology 1/Applied Biology 2	N/A	44.6
Physical Science	N/A	29.1
All Subjects	94.5	84.0

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	692	99.0	40.7	42.8	14.9	1.6	25.8	No	Yes
Gender									
Male	357	98.6	48.3	39.9	10.5	1.2	18.6	N/A	N/A
Female	335	99.4	32.9	45.7	19.5	1.9	33.2	N/A	N/A
Racial/Ethnic Group									
White	45	100.0	35.7	31.0	28.6	4.8	45.2	Yes	Yes
African American	634	98.9	41.9	43.5	13.6	1.0	23.5	No	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	606	99.3	34.6	47.0	16.8	1.6	28.4	N/A	N/A
Disabled	86	96.5	85.5	11.8	1.3	1.3	6.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	692	99.0	40.7	42.8	14.9	1.6	25.8	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	692	99.0	40.7	42.8	14.9	1.6	25.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	563	99.1	45.2	42.1	11.7	1.0	21.5	No	Yes
Full-pay meals	126	98.4	20.7	45.7	29.3	4.3	44.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	691	99.1	42.1	39.6	11.6	6.6	26.7	Yes	Yes
Gender									
Male	356	98.9	47.1	36.8	9.9	6.2	24.8	N/A	N/A
Female	335	99.4	37.1	42.5	13.4	7.0	28.8	N/A	N/A
Racial/Ethnic Group									
White	45	100.0	23.8	38.1	26.2	11.9	50.0	Yes	Yes
African American	633	99.1	44.2	39.7	10.5	5.7	24.4	Yes	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	605	99.5	36.6	43.0	13.0	7.3	29.8	N/A	N/A
Disabled	86	96.5	82.9	14.5	1.3	1.3	3.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	691	99.1	42.1	39.6	11.6	6.6	26.7	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	691	99.1	42.1	39.6	11.6	6.6	26.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	562	99.3	46.0	39.8	9.2	5.0	22.9	Yes	Yes
Full-pay meals	126	98.4	25.0	38.8	22.4	13.8	44.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	691	99.1	61.2	30.8	4.2	3.8	8.0
Gender							
Male	356	99.2	63.9	26.2	4.3	5.6	9.9
Female	335	99.1	58.3	35.6	4.2	1.9	6.1
Racial/Ethnic Group							
White	45	100.0	33.3	50.0	2.4	14.3	16.7
African American	633	99.1	63.9	29.0	4.0	3.1	7.0
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	605	99.5	57.3	33.8	4.8	4.1	8.9
Disabled	86	96.5	89.5	9.2	0.0	1.3	1.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	691	99.1	61.2	30.8	4.2	3.8	8.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	691	99.1	61.2	30.8	4.2	3.8	8.0
Socio-Economic Status							
Subsidized meals	562	99.3	65.0	28.8	3.1	3.1	6.2
Full-pay meals	126	98.4	44.0	39.7	9.5	6.9	16.4

Social Studies							
All Students	691	98.8	44.9	39.5	9.4	6.1	15.6
Gender							
Male	356	98.6	50.2	36.8	7.1	5.9	13.0
Female	335	99.1	39.4	42.3	11.9	6.4	18.3
Racial/Ethnic Group							
White	45	100.0	21.4	47.6	16.7	14.3	31.0
African American	633	98.7	47.5	38.9	8.6	5.0	13.6
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	4	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	605	99.3	40.0	43.0	10.5	6.4	17.0
Disabled	86	95.3	81.3	13.3	1.3	4.0	5.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	691	98.8	44.9	39.5	9.4	6.1	15.6
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	691	98.8	44.9	39.5	9.4	6.1	15.6
Socio-Economic Status							
Subsidized meals	562	98.9	50.3	37.2	8.1	4.4	12.5
Full-pay meals	126	98.4	20.7	50.0	15.5	13.8	29.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	1	0.0	N/A	N/A	N/A	N/A	N/A
	6	245	99.6	47.8	37.2	11.6	3.4	15.0
	7	242	98.4	39.2	48.4	11.5	0.9	12.4
	8	252	98.0	40.6	45.1	12.5	1.8	14.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	220	99.1	42.5	37.0	17.5	3.0	20.5
	7	231	99.6	41.7	46.3	11.6	0.5	12.0
	8	241	98.3	38.2	44.5	15.9	1.4	17.3
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	1	0.0	N/A	N/A	N/A	N/A	N/A
	6	245	99.6	30.4	43.0	21.3	5.3	26.6
	7	242	98.4	53.9	31.8	7.4	6.9	14.3
	8	252	97.6	56.3	37.9	4.5	1.3	5.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	220	99.1	30.5	38.5	21.5	9.5	31.0
	7	231	99.1	36.7	46.5	10.2	6.5	16.7
	8	240	99.2	57.9	33.9	4.1	4.1	8.1
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	1	0.0	N/A	N/A	N/A	N/A	N/A
	6	245	99.6	48.3	34.8	7.7	9.2	16.9
	7	242	97.9	58.8	26.9	7.9	6.5	14.4
	8	252	98.0	64.3	30.8	3.1	1.8	4.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	220	99.1	59.5	32.5	4.0	4.0	8.0
	7	231	99.1	63.3	27.4	4.7	4.7	9.3
	8	240	99.2	60.6	32.6	4.1	2.7	6.8
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	1	0.0	N/A	N/A	N/A	N/A	N/A
	6	245	99.2	39.8	39.3	10.7	10.2	20.9
	7	242	97.5	55.8	31.6	8.4	4.2	12.6
	8	252	98.0	52.7	40.6	5.4	1.3	6.7
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	220	99.1	31.0	40.0	18.5	10.5	29.0
	7	231	98.7	53.7	36.4	4.7	5.1	9.8
	8	240	98.8	48.9	42.1	5.9	3.2	9.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 695)				
Students enrolled in high school credit courses (grades 7 & 8)	8.1%	Down from 11.5%	11.2%	16.7%
Retention rate	1.4%	Up from 1.0%	3.1%	2.5%
Attendance rate	95.2%	Up from 89.6%	95.9%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 6.6%	2.8%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 6.7%	2.7%	1.0%
Eligible for gifted and talented	7.4%	Up from 4.2%	9.2%	15.6%
On academic plans	0.0%	N/AV	52.6%	39.9%
On academic probation	0.0%	N/AV	1.8%	0.7%
With disabilities other than speech	12.3%	Down from 13.6%	13.0%	12.4%
Older than usual for grade	5.6%	Up from 5.4%	6.6%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.3%	1.3%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 57)				
Teachers with advanced degrees	75.4%	Up from 69.6%	53.1%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	12.9%	9.1%
Teachers with emergency or provisional certificates	17.6%	Up from 9.6%	12.2%	5.6%
Teachers returning from previous year	83.4%	Up from 82.9%	79.4%	84.6%
Teacher attendance rate	96.0%	Up from 94.1%	94.8%	94.8%
Average teacher salary	\$44,697	Up 2.8%	\$42,005	\$42,267
Prof. development days/teacher	10.6 days	Up from 7.6 days	11.8 days	11.9 days
School				
Principal's years at school	1.0	Down from 3.0	2.0	3.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 17.0 to 1	19.4 to 1	21.1 to 1
Prime instructional time	88.6%	Up from 81.8%	87.9%	89.0%
Dollars spent per pupil*	\$7,656	Up 7.3%	\$6,969	\$6,243
Percent of expenditures for teacher salaries*	62.9%	Down from 64.2%	57.1%	59.8%
Percent of expenditures for instruction*	67.7%		65.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	96.4%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	5.6%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

William J. Clark Middle School made great strides towards achievement of reaching our academic and social goals this school year. These strides were made because of the hard work, dedication, and teamwork of the students, parents, faculty, and support staff. This year we instituted the Principal's Supper Club to honor our high achieving students as well as re-instituted club and incentive days. The continuation of excellence of our arts department and the enhancement of our school environment and culture made this school year a very successful one.

We have continually strengthened our instructional program by providing professional development for teachers and support staff. A plethora of workshops and conferences have been made available and utilized by our faculty and staff. I am especially proud of our first Faculty and Staff Retreat where we continued to build upon our dream for William J. Clark. All staff members had the opportunity to build rapport by participating in a retreat that was hosted off-campus thereby giving it a more relaxed environment for the interaction.

This year William J. Clark Middle School students and teachers earned numerous local, state, and regional awards. One of our students is the Districts Lieutenant Governor's Writing Contest Eighth Grade Winner. We are also proud of our three Melba McKenzie Scholars, our nine SC Junior Scholars, our two Duke Tip Scholars and our basketball, volleyball, and track teams for being the district middle school champions for the 2005-2006 school year. William J. Clark has been a catalyst for academic, artistic, and athletic successes.

As we continue to Sprint towards Excellence and Dream the Same Dream, we cannot rest on our laurels because there is still much work to be done. Our efforts are ongoing, involving all stakeholders—parents, guardians, students, teachers, support staff, and the community—in helping to make sure that the dream that we have for William J. Clark Middle School becomes a reality. Let's continue the dream of providing a quality education for each student at William J. Clark Middle School!

Lana E. Williams, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	47	205	111
Percent satisfied with learning environment	70.2%	63.3%	71.2%
Percent satisfied with social and physical environment	78.7%	69.0%	64.5%
Percent satisfied with school-home relations	58.7%	72.5%	69.4%

*Only students at the highest middle school grade level at this school and their parents were included.